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ABSTRACT

This report on issues relating to parent and teacher responsibility for unruly students was presented to the 1989 General Assembly of North Carolina (1989 session) by the Legislative Research Committee. Committee proceedings are detailed followed by committee findings and recommendations. Twelve recommendations are offered in the areas of: (1) discipline specialists; (2) teacher training; (3) principals' executive program; (4) student/teacher ratio; (5) parental involvement; (6) alternative schools/programs; (7) school organization; (8) school size; (9) assistant principal positions; (10 in-school suspension programs; (11) doctoral programs in education; and (12) expression of support for teachers. Appended are relevant laws, committee membership list, speakers list, and four legislative proposals. (SI)

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LEGISLATIVE RESEARCH COMMISSION

UNRULY STUDENTS

REPORT TO THE 1989 GENERAL ASSEMBLY OF NORTH CAROLINA 1989 SESSION

EA 021 533

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STATE OF NORTH CAROLINA
LEGISLATIVE RESEARCH COMMISSION
STATE LEGISLATIVE BUILDING
RALEIGH 27611

December 14, 1988

TO THE MEMBERS OF THE 1989 GENERAL ASSEMBLY:

The Legislative Research Commission herewith submits to you for your consideration its final report on issues relating to parent and teacher responsibility for unruly students. The report was prepared by the Legislative Research Commission's Committee on Unruly Students pursuant to Section 2.1 of Chapter 873 of the 1987 Session Laws.

Respectfully submitted,

Liston B. Ramsey

J. J. (Monk) Harrington

Cochairmen
Legislative Research Commission

1987-1988

LEGISLATIVE RESEARCH COMMISSION MEMBERSHIP

Speaker of the House of Representatives Liston B. Ramsey, Cochair	President Pro Tempore of the Senate J. J. Harrington, Cochair
Rep. John T. Church	Senator Henson P. Barnes
Rep. Bruce Ethridge	Senator A. D. Guy
Rep. Aaron Fussell	Senator R. L. Martin
Rep. Vernon James	Senator James Richardson
Rep. Josephus Mavretic	Senator Lura Tally

PREFACE

The Legislative Research Commission, established by Article 6B of Chapter 120 of the General Statutes, is a general purpose study group. The Commission is co-chaired by the Speaker of the House and the President Pro Tempore of the Senate and has five additional members appointed from each house of the General Assembly. Among the Commission's duties is that of making or causing to be made, upon the direction of the General Assembly, "such studies of and investigations into governmental agencies and institutions and matters of public policy as will aid the General Assembly in performing its duties in the most efficient and effective manner" (G.S. 120-30.17(1)).

At the direction of the 1987 General Assembly, the Legislative Research Commission has undertaken studies of numerous subjects. These studies were grouped into broad categories and each member of the Commission was given responsibility for one category of study. The Co-chairs of the Legislative Research Commission, under the authority of G.S. 120-30.10(b) and (c), appointed committees consisting of members of the General Assembly and the public to conduct the studies. Co-chairs, one from each house of the General Assembly, were designated for each committee.

The study of Unruly Students was authorized by Section 2.1(16) of Chapter 873 of the 1987 Session Laws (1987 Session). That act states that the Commission may consider House Bill 1221 in determining the nature, scope and aspects of the study. Section 1 of House Bill 1221 reads in part: "The Legislative Research Commission is authorized to study issues relating to parent and teacher responsibility for unruly students." The relevant portions of Chapter 873 and House Bill 1221 are included in Appendix A. The Legislative Research Commission grouped this study in its Revenue, State Publications and Unruly Students area under the direction of Representative Josephus Mavretic. The Committee was chaired by Senator Robert D. Warren and

Representative Jo Graham Foster. The full membership of the Committee is listed in Appendix B of this report. A committee notebook containing the committee minutes and all information presented to the committee is filed in the Legislative Library.

COMMITTEE PROCEEDINGS

The Unruly Students Committee met on December 1, 1987, January 26, 1988, March 2, 1988, April 11, 1988, and November 21, 1988, for a total of five times. Following is a brief synopsis of each of the meetings of the Committee. Detailed minutes of the Committee's meetings are available in the Legislative Library.

December 1, 1987 Meeting

At its first meeting, the Committee began by hearing from Representative Robert Brawley who commented briefly on why he filed House Bill 1221, the bill that originally proposed this study. He said he hoped the Committee would recommend giving back to teachers greater authority to discipline students and thus help provide a better learning environment for students.

The Committee then heard from Ms. Margaret Hayden, Assistant Superintendent for Legislative Services, Department of Public Instruction. Ms. Hayden outlined what the Department of Public Instruction has done historically and what it is doing currently to address the problem of discipline in our public schools. She explained that the Department's role is advisory in nature only and to provide technical assistance. She noted that local boards of education are required by law to establish procedures to be followed by school officials in suspending or expelling students and in administering corporal punishment; thus, school systems have local policies pertaining to student discipline. She pointed out that local school systems have a variety of programs designed to address students with discipline problems including alternative schools, optional schools, extended school day programs, and in-

school suspension programs. In addition, to estimate the number of unruly students currently enrolled in our public schools, Ms. Hayden provided the Committee with data showing the number of students who were suspended or expelled from the public schools in the 1986-87 school year.

The next speaker to address the Committee was Dr. Jay Robinson, Vice-President for Public Affairs, The University of North Carolina. Dr. Robinson presented an overview of what the schools within the University of North Carolina system are doing to train prospective teachers about handling unruly students. He stated that all the teacher training programs within the University system include a required course in behavior management and a required period of supervised student teaching, both of which help prepare prospective teachers for handling unruly students. He explained, however, that there is a need to strengthen the whole program of student teaching.

The Committee then heard from three speakers regarding how the special schools in the State deal with unruly students. The first speaker, Dr. Richard Rideout, Director of the North Carolina Schools for the Deaf and the Blind, noted that the state schools for the sensory impaired have a greater proportion of multihandicapped students than ever before and that this change in their school population has resulted in a dramatic increase in school incidents directly related to unruly behavior. He explained that these schools have adjusted their procedures to adapt to this change in their school population by employing six behavior programming specialists, adjusting their perspective on behavioral problems, using a multidisciplinary team approach in handling students who repeatedly misbehave, and offering a range of staff development opportunities that focus specifically on behavior management. He also noted

the importance of seeking the expertise of outside professionals, when needed, and active parental involvement.

The second speaker was Ms. Deborah A. Simmers, Director of the Wright School, which is the North Carolina Re-Education Center for Emotionally Handicapped Children. She explained that at Wright School the staff uses a five-part system in dealing with students that focuses on structure, feedback, the group process, talking with students, and recognizing that everyone is different and has different needs. She said they try to create a positive environment and that if punishment is necessary, it is uniformly implemented in a pre-announced way with the prior knowledge and support of concerned parents and students.

The third speaker was Ms. Gwen Chunn who is the Deputy Director for Institutional Services for the Division of Youth Services, Department of Human Resources. She explained how the training schools in this State deal with unruly students. She said that the training schools have a very structured program and that an individualized treatment plan and an individualized education plan is prepared for each child when the child enters the school. Student misconduct is handled in a variety of ways ranging from informal counseling within the classroom to placement within a restricted program outside the classroom.

Lastly, the Committee heard from a high school teacher, a school principal, a school superintendent, the headmaster of a private school, a representative of the North Carolina PTA, and a representative of the Classroom Teachers Association regarding their perspective on unruly students and on parental versus teacher responsibility for unruly students.

January 26, 1988 Meeting

The Committee began its second meeting with a presentation by Mr. Robert E. Phay, who is the Program Director for the Principals' Executive Program and a Professor of Public Law and Government at the Institute of Government. Mr. Phay's presentation focused on the training in school discipline provided principals as part of the Principals' Executive Program ("PEP"). He explained that the PEP is a professional-level management program designed for public school principals who want to develop their managerial skills. He said that 140 principals go through the program each year and that programs for superintendents and other school administrators are offered on a more limited basis.

The Committee next heard from Dr. Cleveland Hammonds, Superintendent of the Durham City Schools, regarding his perspective on unruly students as a school superintendent and as a member of the black community. He said that early identification is the key to any discipline problem, that information about a discipline problem should be made available to parents, teachers, and the administration as soon as possible, and that specific services should be identified to help with the problem. He said that management training for teachers and principals is important and that positive contact with parents needs to precede negative contact.

Dr. Jay Robinson then presented to the Committee a survey requested at the prior meeting concerning the instruction in school discipline provided prospective teachers at the component institutions of the University of North Carolina and spoke in favor of expanding the PEP program. He also shared with the Committee a copy of the report to the 1987 General Assembly prepared by the University of North Carolina Task Force on the Preparation of

Teachers and a copy of the publication "TEACHER SUPPLY AND DEMAND IN NORTH CAROLINA PUBLIC SCHOOLS 1986-1995" prepared for that task force.

The next speaker to address the Committee was Ms. Nancy Wells, who is the Executive Director of the Youth Advocacy and Involvement Office in the Department of Administration. She gave a brief overview of the 1985 report "SCHOOL DISCIPLINE POLICIES IN NORTH CAROLINA" prepared by the Governor's Advocacy Council on Children and Youth. She explained that this report was the compilation of a survey conducted in 1981 to assess the policies and procedures used by the then 144 local school districts in the State to promote student discipline.

The Committee then heard from Mr. Richard H. Nelson, Principal of Hawley (Middle) School in Creedmoor, who spoke about the assertive discipline program that has been implemented at Hawley School. He explained that the purposes of this program are to give teachers the opportunity to teach to the maximum and to give students the opportunity to learn all that they can with a minimum of disruption. He said the program is divided into five parts: (1) rules the students are to follow, (2) the mini-lesson, (3) reward by systematic positive reinforcement of appropriate behavior, (4) punishment, and (5) implementation. Although he spoke in favor of the assertive discipline program, he noted that there is a small percentage of chronically disruptive students for whom the program does not work. Following Mr. Nelson's presentation, the Committee discussed the need for separate alternative residential schools or alternative school programs for chronically disruptive students.

At the end of the meeting, a representative of the Youth Advocacy and Involvement Office in the Department of Administration invited the Committee members to attend a panel discussion on delinquency prevention being held as part of a Delinquency Prevention Conference in Raleigh on March 2, 1988. The Committee decided to hold its next meeting on March 2, 1988, so that its members could attend the panel discussion.

March 2, 1988 Meeting

At its third meeting, the Committee continued to focus on assertive discipline and alternative schools. In addition, requested materials concerning the instruction in school discipline provided prospective teachers at the independent colleges and universities in this State and concerning the past participants in the PEP program were distributed by the Committee Counsel.

Dr. Richard Haynes and Mr. Philip Deadmon spoke to the Committee about the assertive discipline program in effect in the Tarboro School System. Dr. Haynes, who is the Assistant Superintendent for the Tarboro School System, explained how the program works on the middle school and elementary school levels. He said that the program is based on three fundamental ideas: (1) that every student has the right to learn; (2) that every teacher has the right to teach; and (3) that both teachers and students have the right to know what is expected of them. Mr. Deadmon, who is the principal of Tarboro High School, explained how the assertive discipline program works on the high school level.

Mr. Johann Bleicher told the Committee about the Agnes Fullilove Community School in Pitt County, of which he is the principal. The Agnes Fullilove School provides an alternative secondary school program for

teenagers who would otherwise not be in school for various reasons including dropouts, juvenile delinquents, teenagers with learning disabilities, and teenage mothers. He explained that the school uses a strong behavior modification program, teaches new behaviors, and utilizes a support network that draws from the whole community. He said that alternative schools can be a net between school and jail, and are much more cost-effective than training schools.

Ms. Carolyn Biggerstaff, who is the Executive Director of the Youth and Family Counseling Service in Lexington, North Carolina, then described for the Committee two alternative schools that had been established in the Lexington area for students who were chronic status offenders--the Grimes Alternative School, which served students in grades 6-8, and the Dunbar Intermediate School, which serves students in grades 4 and 5. She said that these schools focused on individualized instruction in a situation where success is built in and that they create a place where the students can come and feel successful and feel good about themselves. She explained that to be effective these schools must have an impact on three areas: (1) the family, (2) success in school, and (3) the community. The approach taken by these schools include family, individual,and group therapy; parental involvement, including enhancing parenting skills and building parents' interest and pride in their children's participation and accomplishments in school; individual education and therapy plans for each student; student participation in rule-making; group student participation in individual discipline matters; team building activities; and volunteer programs. Mr. Bob Carr, who is an Educational Coordinator, also addressed the Committee regarding these two schools.

Mr. Bleicher, Ms. Biggerstaff, and Mr. Carr all spoke in favor of alternative schools and commented on their successfulness.

Following the meeting several members of the Committee attended the panel discussion on delinquency prevention to which they had been invited earlier.

April 11, 1988 Meeting

The Committee began by hearing from two speakers on the interim statewide school facility standards adopted by the State Board of Education. The speakers particularly focused on the relationship between facility standards, school organization, and school size, and the problem of unruly students.

The first speaker was Mr. Darrell Spencer, who is the Assistant State Superintendent for School Planning for the Department of Public Instruction. He said the Department of Public Instruction provides leadership with respect to school organization and school size. He stated that the Department has a strong preference for the middle school organization and that the ideal plan for all school systems is K-5, 6-8, and 9-12, but that this plan would not be feasible in every part of the State. With respect to school size, he stated that the Department's research from the 1970's indicated that the recommended size for elementary schools should be 500-700 students (for K-5 or K-6); for middle schools and junior high schools, 600-800 students; for junior highs with a 9th grade vocational program, 1000 students; and for high schools, 1000-1200 students. The Department uses these figures as a point of departure when talking with lay groups, citizens, and boards of education. Mr. Spencer then briefly reviewed the interim statewide school facility

standards adopted by the State Board of Education and pointed out some particular aspects of the facility standards that relate to maintaining student discipline.

The next speaker was Dr. Gene Causby, Executive Director of the North Carolina School Boards Association, Inc. Dr. Causby commented on the School Boards Association's concerns regarding preferred sizes of schools and school systems. He said there are many factors that determine the quality of a school system and that size alone is a long way from being the most important factor that determines the quality of instruction at a school or in a school system. He explained the School Boards Association believes there is no evidence that there is an optimum size school or optimum size school system and that the study done by the Department of Public Instruction relating to preferred school size and preferred number of school systems was not a good one. He noted that although many learned people believe there is a relationship between school size and discipline, there is no definitive research establishing such a relationship.

The Committee then heard from Ms. Ann Majestic, a local attorney who is one of the instructors with the Principals' Executive Program. Ms. Majestic, who teaches a course in school discipline as part of the PEP, explained that her course covers such topics as the due process and equal protection rights of students, the law relating to search and seizure, First Amendment rights, freedom of speech, corporal punishment, property rights of students, and who has the authority to discipline students.

Considerable discussion followed concerning the interim statewide school facility standards adopted by the State Board of Education, preferred school sizes, and preferred school organization.

November 21, 1988 Meeting

At its final meeting, the Committee heard from three additional speakers and then discussed and approved this report.

Dr. Jay Robinson and Mr. Donald Stedman, who is the Associate Vice President for Academic Affairs for the University of North Carolina, addressed the Committee regarding the doctoral programs in education offered within the University of North Carolina system.

Then, the Committee heard from Ms. Patricia Yancey from the Department of Public Instruction regarding in-school suspension programs.

After extensive discussion, the Committee decided on its recommendations to be made to the Legislative Research Commission and the General Assembly and approved this report.

FINDINGS AND RECOMMENDATIONS

RECOMMENDATION #1

(Discipline Specialists)

The Committee finds that currently there is no one individual in the Department of Public Instruction or in the regional education centers who is specifically responsible for assisting local schools and local school systems with the problems facing them regarding student discipline; that student discipline has been in the past, is currently, and will continue to be a major problem in our public schools; and that it would be beneficial to have a particular person on both the state level and in each regional education center who is specifically and solely responsible for assisting local schools and local school systems with discipline problems. Such persons, who would serve as discipline specialists, could coordinate efforts, involving parents, teachers, students, and school administrators, to alleviate the discipline problems in our schools.

It is recommended, therefore:

(1) That a position be created in the Department of Public Instruction and in each of the eight regional education centers whose sole function is to assist local schools with discipline problems. To this end, the Committee recommends the enactment of Legislative Proposal I, "A BILL TO BE ENTITLED AN ACT TO APPROPRIATE FUNDS FOR A DISCIPLINE SPECIALIST POSITION IN THE DEPARTMENT OF PUBLIC INSTRUCTION AND IN EACH OF THE REGIONAL EDUCATION CENTERS."

RECOMMENDATION #2

(Teacher Training)

The Committee finds that more needs to be done to prepare prospective teachers for the discipline problems they will face in the classroom; that the teacher education programs in the colleges and universities in this State need to place an increased emphasis on preparing prospective teachers for these problems; and that such emphasis should include, among other things, providing more instruction on behavior and classroom management, including instruction on assertive discipline, and possibly lengthening the period of student teaching, if feasible.

It is recommended, therefore:

(2) That the teacher education programs in the universities and colleges in this State be strengthened by providing better training for prospective teachers regarding student discipline. To this end, the Committee recommends the enactment of Legislative Proposal II, "A BILL TO BE ENTITLED AN ACT TO REQUIRE COLLEGES AND UNIVERSITIES OFFERING A TEACHER EDUCATION PROGRAM TO PROVIDE BETTER TRAINING FOR PROSPECTIVE TEACHERS REGARDING STUDENT DISCIPLINE."

RECOMMENDATION #3

(Principals' Executive Program)

The Committee finds that the Principals' Executive Program of the Institute of Government ("PEP") is a very beneficial program; that it is not, however, available to all principals; and that programs sponsored by the PEP for superintendents and other school administrators are offered on an even more limited basis. The Committee finds that all school administrators would benefit from this program and that the program needs to be expanded so that all school administrators can participate in it and so that it can be offered on a renewal basis. The Committee finds, however, that the PEP needs to place an increased emphasis on instructing school administrators in how to deal with discipline problems in the schools.

It is recommended, therefore:

(3) That the Principals' Executive Program of the Institute of Government be expanded to include all school administrators on a regular and renewal basis and that the curriculum include more training for school administrators regarding student discipline.

RECOMMENDATION #4

(Student/Teacher Ratio)

The Committee finds that one of the reasons the special schools and alternative schools in the State have been so successful in dealing with discipline problems is that they have a lower student/teacher ratio than exists in the public schools. The Committee finds that there continues to be a need for a lower student/teacher ratio in our public schools and that lowering the ratio would enable teachers to spend more time on the problems of individual students and give those students the individual attention they need.

It is recommended, therefore:

(4) That efforts continue to be made to reduce the student/teacher ratio in the public schools in this State.

RECOMMENDATION #5

(Parental Involvement)

The Committee finds that there is a need for greater parental involvement in the public schools. The Committee finds that there is a need to emphasize to parents the importance of their involvement in the education of their children and a need to emphasize to teachers the importance of establishing and maintaining effective communication with parents and working cooperatively with parents towards their common goals.

It is recommended, therefore:

(5) That parental involvement in schools be encouraged and that the Department of Public Instruction and interested groups, such as parent-teacher associations, teacher associations, school administrator associations, and school board associations, develop additional programs and strategies to encourage the involvement of parents in the education of their children.

RECOMMENDATION #6

(Alternative Schools/Programs)

The Committee finds that there is a small percentage of students for whom programs designed to improve student behavior, such as assertive discipline and in school suspension programs, are not effective; that alternative schools, such as the Agnes Fullilove Community School, the Grimes Alternative School, and the Dunbar Intermediate School, set up around the State on an experimental basis have proven successful in keeping these students in school and improving their behavior; and that schools such as these need the support of both the State and the local community in order to be successful. The Committee concludes that the alternative schools presently existing should be endorsed and that more such schools should be created and maintained. In areas where it is not feasible to create and maintain a separate school for these students, a separate school program set up within the existing schools should be considered.

It is recommended, therefore:

(6) That the State, local governments, and local school systems create and maintain alternative residential schools and alternative school programs for chronically disruptive students. To this end, the Committee recommends the enactment of Legislative Proposal III, "A BILL TO BE ENTITLED AN ACT TO DIRECT THE STATE BOARD OF EDUCATION TO WORK WITH LOCAL GOVERNMENTS AND LOCAL SCHOOL ADMINISTRATIVE UNITS TO CREATE AND MAINTAIN ALTERNATIVE SCHOOLS AND ALTERNATIVE SCHOOL PROGRAMS FOR CHRONICALLY DISRUPTIVE STUDENTS."

RECOMMENDATION #7

(School Organization)

Based on the opinions of the experts appearing before it, the Committee finds that there is a relationship between school organization and unruly students. The Department of Public Instruction and the State Board of Education have stated that a three tier plan of organization which allows a specifically designated program for students in the middle grades is desirable and that a grade K-5, 6-8, and 9-12 plan of organization is preferable. The Committee agrees that this plan of organization is preferable, finds that this plan may help alleviate the problem of discipline in our schools, and concludes that local school systems should follow it when feasible.

It is recommended, therefore:

(7) That local school systems, in formulating their long-range plans for meeting school facility needs, follow the preferred grade K-5, 6-8, 9-12 plan of organization when feasible. The Committee further recommends that those systems deviating from this preferred plan of organization be required to provide substantial documentation supporting the deviation to the State Board of Education on a periodic basis.

RECOMMENDATION #8

(School Size)

Based on the opinions of the experts appearing before it, the Committee finds that there is a relationship between school size and unruly students and that it may help alleviate the problem of discipline in our schools if local school systems follow the recommended school sizes set forth below.

It is recommended, therefore:

(8) That local school systems, in formulating their long-range plans for meeting school facility needs, follow the recommended school sizes set forth below to the extent it is feasible to do so:

Elementary Schools(K-5)	600 students not to exceed 750
Middle Schools(6-8)	650 students not to exceed 800
High Schools(9-12)	1000 students not to exceed 1200

It is further recommended that school systems deviating from these preferred school sizes be required to provide substantial documentation supporting the deviation to the State Board of Education on a periodic basis.

RECOMMENDATION #9

(Assistant Principal Positions)

The Committee finds that the duties of school administrators are continually increasing and that in order to meet these responsibilities, including the responsibility of helping to maintain discipline in our schools, an increasing number of assistant principals is needed. The Committee concludes that more funds need to be appropriated to provide for additional assistant principals so as to assure that the responsibilities of school administrators can be adequately met.

It is recommended, therefore:

(9) That funds be appropriated to continue to provide additional assistant principal positions in the local school administrative units and that allocations for assistant principals be used for that purpose only and that any such funds not used for that purpose revert to the State.

RECOMMENDATION #10

(In School Suspension Programs)

The Committee finds that in school suspension programs are an effective tool in helping to alleviate the problem of discipline in our schools; that such programs can be helpful in all grades (K-12); that such programs are generally a preferable alternative to the suspension or expulsion of students who misbehave; that in order to be effective, such programs need to be designed and implemented so as to focus on treating the problem causing the misbehavior rather than strictly on punishment; and that more schools should have an in-school suspension program in place. The Committee further finds that a large number of high schools in this State do not have an in-school suspension program despite the fact State Board of Education policy requires that every high school have such a program, and that this is something that needs to be addressed.

It is recommended, therefore:

(10) That the in school suspension program be expanded to additional schools and that such programs be designed so as to focus on treating the problem causing the misbehavior rather than strictly on punishment.

RECOMMENDATION #11

(Doctoral Programs in Education)

The Committee finds that more research needs to be done regarding disciplinary problems in elementary and secondary schools and that such research can help professional educators better understand the cause of discipline problems as well as how to handle them.

It is recommended, therefore:

(11) That the chairs of the doctoral programs in education at the constituent institutions of the University of North Carolina be encouraged to guide doctoral candidates towards research in disciplinary problems in elementary and secondary schools.

RECOMMENDATION #12

(Expression of Support for Teachers)

The Committee finds that it would be beneficial for the General Assembly to express its support for the efforts made by professional educators to maintain order and discipline in the classrooms of the public schools of this State.

It is recommended, therefore:

(12) That the General Assembly enact Legislative Proposal IV, "A JOINT RESOLUTION TO LET THE PROFESSIONAL EDUCATORS OF THIS STATE KNOW THAT THEY HAVE THE COMPLETE SUPPORT OF THE GENERAL ASSEMBLY IN THEIR EFFORTS TO MAINTAIN ORDER AND DISCIPLINE IN THE CLASSROOM."

APPENDICES

APPENDIX A

GENERAL ASSEMBLY OF NORTH CAROLINA

1987 SESSION

RATIFIED BILL

CHAPTER 873

HOUSE BILL 1

AN ACT TO AUTHORIZE STUDIES BY THE LEGISLATIVE RESEARCH COMMISSION, TO CREATE AND CONTINUE VARIOUS COMMITTEES AND COMMISSIONS, TO MAKE APPROPRIATIONS THEREFOR, AND TO AMEND STATUTORY LAW.

The General Assembly of North Carolina enacts:

PART I. TITLE

Section 1. This act shall be known as "The Study Commissions and Committees Act of 1987."

. . .

PART II.-----LEGISLATIVE RESEARCH COMMISSION

Sec. 2.1. The Legislative Research Commission may study the topics listed below. Listed with each topic is the 1987 bill or resolution that originally proposed the issue or study and the name of the sponsor. The Commission may consider the original bill or resolution in determining the nature, scope and aspects of the study. The topics are:

...

(16) Unruly Students (H.B. 1221-Brawley).

...

Sec. 2.6. Reporting Dates. For each of the topics the Legislative Research Commission decides to study under this act or pursuant to G.S. 120-30.17(1), the Commission may report its findings, together with any recommended legislation to the 1989 General Assembly.

Sec. 2.7. Bills and Resolution References. The listing of the original bill or resolution in this Part is for reference purposes only and shall not be deemed to have incorporated by reference any of the substantive provisions contained in the original bill or resolution.

. . .

--- EFFECTIVE DATE

Sec. 31. This act is effective on July 1, 1987.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 1987

H 2

HOUSE BILL 1221
Committee Substitute Favorable 5/29/87

Short Title: Responsibility Unruly Students/Study. (Public)

Sponsors:

Referred to: Education.

May 5, 1987

A BILL TO BE ENTITLED

AN ACT AUTHORIZING THE LEGISLATIVE RESEARCH COMMISSION TO STUDY PARENT AND TEACHER RESPONSIBILITY FOR UNRULY STUDENTS.

The General Assembly of North Carolina enacts:

Section 1. The Legislative Research Commission is authorized to study issues relating to parent and teacher responsibility for unruly students.

Sec. 2. The Legislative Research Commission shall report to the 1987 (1988 Reg. Sess.) General Assembly or to the 1989 General Assembly.

Sec. 3. This act is effective upon ratification.

APPENDIX B

MEMBERSHIP OF LRC COMMITTEE ON UNRULY STUDENTS

Pres. Pro Tem's Appointments

Sen. Robert D. Warren, Cochair
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Benson, NC 27504
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Sen. Charles W. Hipps
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LRC Member: Rep. Joseph L. Mavretic

APPENDIX C

SPEAKERS ADDRESSING THE UNRULY STUDENTS COMMITTEE

Margaret Hayden
Assistant Superintendent for Legislative Services
Department of Public Instruction

Dr. Jay Robinson
Vice-President for Public Affairs
The University of North Carolina

Dr. Richard Rideout
Director of the North Carolina Schools
for the Deaf and the Blind

Deborah A. Simmers
Director of the Wright School
(North Carolina Re-Education Center for
Emotionally Handicapped Children)

Gwen Chunn
Deputy Director for Institutional Services
Division of Youth Services, Department of Human Resources

Loree Harris
Teacher, Vance Senior High School

Bob Marshall
President, North Carolina Principals/Assistant
Principals Association

Dr. James Hendrix
Headmaster, Ravenscroft School

Ricki Grantmyre
President, North Carolina PTA

Dr. Sam Houston
Superintendent, Mooresville City School System

Davis Bingham
Classroom Teachers Association

Dr. Cleveland Hammonds
Superintendent, Durham City Schools

Robert E. Phay
Program Director, Principals' Executive Program
Professor of Public Law and Government
Institute of Government

Nancy J. R. Wells
Executive Director, Youth Advocacy and Involvement Office
Department of Administration

Richard H. Nelson
Principal, Hawley School, Creedmoor

Dr. Richard Haynes
Assistant Superintendent, Tarboro School System

Philip Deadmon
Principal, Tarboro High School

Johann Bleicher
Principal, Agnes Fullilove School, Pitt County

Carolyn Biggerstaff
Youth and Family Counseling Service, Lexington

Bob Carr
Educational Coordinator

Darrell Spencer
Assistant Superintendent, School Planning
Department of Public Instruction

Gene Causby
Executive Director
North Carolina School Boards Association, Inc.

Ann Majestic
Attorney

Donald Stedman
Associate Vice President for Academic Affairs
The University of North Carolina

Patricia Yancey
Legislative Liason
Department of Public Instruction

*Legislative Proposal I

APPENDIX D

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 1989

D

88d-LHD-038-RU
THIS IS A DRAFT 7-NOV-88 10:05:07

Short Title: Discipline Specialist Funds. (Public)

Sponsors:

Referred to:

A BILL TO BE ENTITLED

AN ACT TO APPROPRIATE FUNDS FOR A DISCIPLINE SPECIALIST POSITION IN THE DEPARTMENT OF PUBLIC INSTRUCTION AND IN EACH OF THE REGIONAL EDUCATION CENTERS.

The General Assembly of North Carolina enacts:

Section 1. There is appropriated from the General Fund to the Department of Public Education the sum of _____ dollars ($) for the 1989-90 fiscal year and the sum of _____ dollars ($) for the 1990-91 fiscal year to provide for a discipline specialist position in the Department of Public Instruction and a discipline specialist position in each of the eight regional education centers. The sole function of the persons holding the position of discipline specialist in the Department of Public Instruction and in the regional education centers shall be to assist local schools with discipline problems.

Sec. 2. This act shall become effective July 1, 1989.

APPENDIX E

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 1989

D

88d-LHD-040-RU
THIS IS A DRAFT 10-NOV-88 08:53:19

Short Title: Improve Teacher Education. (Public)

Sponsors:

Referred to:

A BILL TO BE ENTITLED

AN ACT TO REQUIRE COLLEGES AND UNIVERSITIES OFFERING A TEACHER EDUCATION PROGRAM TO PROVIDE BETTER TRAINING FOR PROSPECTIVE TEACHERS REGARDING STUDENT DISCIPLINE.

The General Assembly of North Carolina enacts:

Section 1. The constituent institutions of The University of North Carolina and the private colleges and universities of this State that offer a teacher education program shall strengthen those programs by providing better training for prospective teachers regarding student discipline. Measures to improve the training provided prospective teachers regarding student discipline that shall be considered by these institutions shall include:

(1) Lengthening the period of student teaching;

(2) Strengthening student teaching experiences by focusing on specific techniques for managing unruly students;

(3) Placing greater emphasis on training prospective teachers to utilize other education professionals, such as special educators, school psychologists, and school counselors, to help them manage unruly students;

(4) Placing greater emphasis on training in classroom and behavior management for all prospective teachers, regardless of their level or specialty area; and

(5) Making training in special education a required component of the core curriculum for all prospective teachers.

The Board of Governors of The University of North Carolina and each private college and university of this State that offers a teacher education program and receives State monies for North Carolina students enrolled at that college or university shall report to the General Assembly on or before June 1, 1990, on its plan for implementing this section.

Sec. 2. Any private college or university that fails to submit the report required by Section 1 of this act shall forfeit its right to receive any State funds for the 1990-91 fiscal year for North Carolina students enrolled at that college or university.

Sec. 3. This act is effective upon ratification and applies to teacher education programs offered in the 1990-91 academic year and thereafter.

APPENDIX F

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 1989

D

88d-LHD-039-RU
THIS IS A DRAFT 22-NOV-88 09:10:23

Short Title: Alternative Schools/Programs. (Public)

Sponsors:

Referred to:

A BILL TO BE ENTITLED

AN ACT TO DIRECT THE STATE BOARD OF EDUCATION TO WORK WITH LOCAL GOVERNMENTS AND LOCAL SCHOOL ADMINISTRATIVE UNITS TO CREATE AND MAINTAIN ALTERNATIVE SCHOOLS AND ALTERNATIVE SCHOOL PROGRAMS FOR CHRONICALLY DISRUPTIVE STUDENTS.

The General Assembly of North Carolina enacts:

Section 1. The State Board of Education shall work with local governments and local school administrative units to create and maintain alternative residential schools and alternative school programs for chronically disruptive students. The State Board of Education shall report to the General Assembly on or before March 1, 1990, on its plan for implementing this section.

Sec. 2. This act is effective upon ratification.

APPENDIX G

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 1989

H D

HOUSE JOINT RESOLUTION 88d-LHD-042-RU
THIS IS A DRAFT 22-NOV-88 09:21:58

Sponsors: Representative Brawley.

Referred to:

A JOINT RESOLUTION TO LET THE PROFESSIONAL EDUCATORS OF THIS STATE KNOW THAT THEY HAVE THE COMPLETE SUPPORT OF THE GENERAL ASSEMBLY IN THEIR EFFORTS TO MAINTAIN ORDER AND DISCIPLINE IN THE CLASSROOM.

Whereas, the General Assembly recognizes that there is a serious problem with the misbehavior of students in the classrooms of the public schools of this State, which behavior disrupts the classroom, interferes with the learning process, and takes up the time of teachers that could be used more productively; Now, therefore,

Be it resolved by the House of Representatives, the Senate concurring:

Section 1. The General Assembly wants the professional educators of this State to know that they have the complete support of the General Assembly in their efforts to maintain order and discipline in the classroom as deemed necessary to provide an atmosphere of opportunity to learn for each student and an atmosphere of encouragement of the special talents and

interests of each individual student. The General Assembly supports professional educators in any strong, positive efforts they may make, that are in accordance with State law, to improve the educational opportunities available for each and every student in the public schools of this State.

Sec. 2. This resolution is effective upon ratification.